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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  2.1.1.  Compare, order and round whole numbers to 1,000,000 using number patterns, number lines and diagrams.(Includes TMM Practicing Place Value  **CC.5.NBT.4** Use place value understanding to round decimals to any place.  2.1.2.   Represent whole numbers up to 1,000,000in expanded and regrouped forms and use the forms to support computation.(Includes TMM Practicing Place Value)  **CC.5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.  **CC.5.NBT.3b** Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  2.2.11. Estimate products and missing factors using multiples of 10, 100 and 1,000.(Includes TMM Estimation and Number Sense)  **CC.5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use positive integer exponents to denote powers of 10.  2.2.12. Develop and use strategies involving place value relationships, inverse operations and algebraic properties (commutative, associative and distributive) to simplify addition, subtraction and multiplication problems with three-, four- and five-digit numbers and money amounts and division by one-digit factors.  **CC.5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm.  **CC.5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  **CC.5.NF.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, *a*/*b* + *c*/*d* = (*ad* + *bc*)/*bd*.)  **CC.5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7 by observing that 3/7 < 1/2.  **CC.5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.  **CC.5.NF.7c** Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?  2.2.14.    Write and solve multistep problems for all four operations involving multidigit whole numbers and money amounts and explain how answers were determined, orally and in writing.  **CC.5.NF.5b** Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence *a*/*b* = (*n*.*a*)/*(n*.*b*) to the effect of multiplying a/b by 1.  **CC.5.NF.7b** Interpret division\_ \_of \_a \_whole \_number \_by a unit\_ \_fraction, \_and \_compute\_ \_such quotient. \_For example, create \_a\_ \_story context for 4÷(1/5) and use a \_visual \_fraction \_model to \_show the \_quotient; \_use\_ \_the\_ \_relationship \_between multiplication and \_division \_to\_ \_explain\_ \_that \_4÷ (1/5)=20\_ \_because\_20× (1/5)=4.\_ \_  2.2.19. Use estimation to predict results and to recognize when an answer is or is not reasonable, or will result in an overestimate or underestimate and explain the reasoning used orally and in writing.  **CC.5.NF.7c** Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?  **CC.5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7 by observing that 3/7 < 1/2.  **CC.5.NF.3** Interpret a fraction as division of the numerator by the denominator (*a*/*b* = *a* ÷ *b*). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  2.2.10.  Solve practical problems invloving 10, 100, 1,000 and 10,000 more or less than a number.(Includes TMM Practicing Place Value)  **GRADE$-CC.4.OA.4** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. |
| **CCSS but not GLE’s** |